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ABSTRACT

This advisory is offered as an aid to planning programs of staff development. The roles of the local education agencies and the school staff are defined in the tasks of setting program objectives and assessing staff development needs. A portion of a handbook issued by the State Department of Education on program planning is included, and its availability is listed in an appendix. Resources for help in planning staff development programs are listed, and budgeting resources and evaluation processes are discussed.

(JD)

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Advisory

MAKING LOCAL STAFF DEVELOPMENT PROGRAMS WORK

Technical Assistance Series No. Two

Suggestions to Local Schools, Districts,
and County Offices of Education

Office of Staff Development
William E. Webster, Director
Carl M. Schmitthausler, Editor

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1978

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INTRODUCTION

Those committed to the improvement of education have recognized that continuing professional training for those who instruct in, manage and govern the public schools is essential. Whether the practitioner of instruction is a seasoned veteran or a recently trained entry-level staffer, the recognition that everyone can be more effective has led to the passage of new federal and state legislation, and to the appropriation of funds for staff development.

A new approach to staff development has begun. This approach focuses on the involvement of individuals and entire school staffs in working collaboratively to create staff development programs which will have a real impact on student performance. Most significant is the opportunity in several new staff development programs for school site groups to identify their own growth needs and to design, implement, and evaluate staff development programs in which they feel a sense of ownership.

This Advisory is offered as an aid to planning programs of staff development. It is intended to be helpful to schools which are voluntarily involved in the School Improvement Program and AB 551 Article 1, to schools which are mandated to be involved in staff development because of categorical funds, and to schools which wish to improve staff development without the benefit of special funds. The advice offered is neither statutory or regulatory law. It is an attempt to offer the best thinking of a group of knowledgeable and experienced persons who were included in an External Staff Development Task Group. Perhaps the best use of the document would be to explore its contents to be sure that a number of options have been identified before choices are made.

The present intent of this Office is to keep this Advisory in draft form for the foreseeable future. As all of us gain new insights from our experiences, we will incorporate them into annual revisions. Meanwhile, we would appreciate feedback from users about ideas which might be incorporated in future editions.

William E. Webster, Director
Office of Staff Development

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SETTING PROGRAM OBJECTIVES: WHO SHOULD DECIDE?

A very pervasive change, one that cannot be often enough emphasized is the recognition that significant improvements in the education of students must be introduced at the school and classroom levels. Several federal and state statutes now recognize that those in the school can best decide what needs doing to better serve students. In both the school improvement portion of AB 65 and in AB 551, the California Legislature has provided to the local school staff and community the opportunity to make vital decisions regarding school improvement and how to make those improvements happen.

The Role of the County Office

County offices of education, the intermediate coordinating agencies in California education, have an important role to play in helping local school site groups establish school improvement objectives. Particularly for smaller and less wealthy districts, county office personnel can assist in developing a broader vision of what schools might become. By disseminating information about successful educational programs, county offices may provide alternatives to districts which might otherwise not be recognized.

One specific contribution which county office staff may make to school site groups is training in educational program analysis. A number of the county offices of education provide training to do the kind of analysis which contemporary categorical programs require.

Clearly, a county office of education may step forward and offer to coordinate such services as will meet common needs among the districts in the counties. The continued coordination of curricular support services which are offered by the county offices sets the example for districts and schools.

The Role of the District Office

Providing personnel of local school sites with the opportunity to develop specific educational program objectives, reemphasizes the importance of the district central office. The adoption of district goals continues to be the prerogative of the board of education. The establishment of student proficiency standards is a district responsibility. The district superintendent and his staff, familiar with applicable laws and regulations, provide guidance so that schools operate within their provisions. Demographic data and other vital information about the community can best be gathered and disseminated by the district office.

District organizations, on behalf of school boards, should develop for board adoption clear policies on staff development. District-wide policies on how school site advisory groups should be constituted are helpful. Proficiency standards for students, now obligatory, are district-wide in nature as are decisions about curriculum. And, boards of education budget funds for supporting positions to help school site groups be informed of what they need to know, and to be aware of choices which properly belong to the local school.

The Role of the Local School Site Group

The local school is where "the buck stops." Within the district goals, policies, and curricula, there is considerable latitude for the local school group to exercise both autonomy and responsibility in setting school improvement objectives, planning, and implementing program improvement.

The principal's role in making accurate and complete information available to all concerned cannot be overemphasized. How the principal goes about involving both staff and community persons is vitally important. If the principal expects "grass roots" support from staff and parents for whatever plan is produced, there must clearly be open access for all concerned persons.

School groups which are interested in applying for AB 551 Local Staff Development Program funds would be (well-advised) to think carefully about how the initial planning group is to be constituted. If the school decides to be phased into the district's school improvement master plan, it may be that a planning group should be developed which, from the outset, meets the requirements of the school improvement program.

The establishment of school improvement objectives, both for AB 65 and for AB 551, provides a wide range of choices. Whatever is compatible with good education district policies can be addressed. A needs comprehensive assessment process provides a data base for planning and decision making. (Demographic data of all types is appropriate to gather and consider).

If school improvement objectives are to be perceived by school and community persons as important to achieve, collaboration by the persons representing various role groups is essential. A useful essay on the subject of collaboration is available from the Office of Staff Development (see resource list in Appendix II). Open communications facilitate collaboration in all directions. In secondary schools, the students too, are a constituency to be included. If school improvement objectives are to be taken seriously by all parties, they must be perceived as real, and attainable.

School site groups planning school improvement naturally reach out to district and county offices to seek information and advice so that, when choices are made, they will be made on the basis of the fullest awareness of the range of choices available.

The State Department of Education has issued a program planning handbook. The handbook was developed to assist school groups address themselves to the School Improvement Program enacted as part of AB 65/77. The concepts and processes recommended in the book are equally germane to groups planning a Local Staff Development Program. For the readers' convenience, a portion of the planning handbook text is quoted below. However, it is recommended that school site groups addressing themselves to setting school improvement objectives obtain the full text for reference and assistance. The complete title and source of this document is included in the resources list in Appendix II.



INTRODUCTION

Why This Handbook Was Written

This planning handbook was designed in the hope that you might have more information and help at your fingertips about different ways to plan for school improvement. It describes the process of planning, NOT the process of writing a plan. The forms and the instructions for completing the forms to be used in the planning process are separate from this handbook.

What This Handbook Does

- It defines good planning.
- It describes three different planning models or options so that you can choose the one that will work best for your school.
- It discusses what school improvement is so that you will know what a good planning process should help you do.

Who This Handbook Is For

It should be particularly helpful to elementary and secondary school site councils and advisory committees. School administrators, staff members, parents, students, community members, and district administrators are all potential readers and users of the handbook. The pronoun "you" is used throughout and should be defined by those reading the handbook. "You" can refer to a council, subcommittee, small group, and so forth.

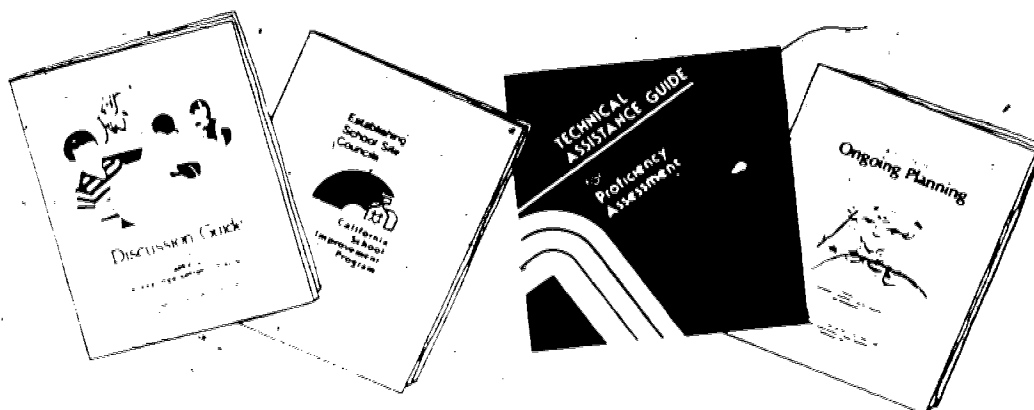
Other Department Resources Related to Planning

Discussion Guide for the California School Improvement Program

Establishing School Site Councils

Guide for Ongoing Planning

Technical Assistance Guide for Proficiency Assessment





I. THE ★ PLANNING ★ PROCESS

Why Plan?

Since planning and writing plans take time, energy, and effort, you may be asking the question, "Why should we plan, and what can we gain from it?"

Well, that is a fair question. In fact, if you are already thinking about how you spend your time, you are already into planning. Planning is not new to you. It is something that happens all the time, although not always consciously. With more trials, errors, and successes, planning becomes more deliberate and ongoing.

Planning is vital to all schools because it helps build better programs for students. It does this by helping you to:

- Decide how and where to set priorities in the use of limited human and economic resources.
- Decide how to accomplish not only your short-range goals, but also your medium and long-range goals.
- Build on the strong and successful parts of the program, as well as to identify and improve the weak parts.
- Reach agreement in the school community about what to do and how to do it.

Using a deliberate method of planning is certainly better than just having your fingers crossed when the future of students is at stake. The next few pages will help you know good planning when you see it.



Now You See It . . .

What a Good Planning Process Is

- It is organized thinking that helps in deciding what needs to be done, how it will happen, and who will do it.
- It is the setting of priorities in the use of resources: people, money, time, and materials.
- It is trying to anticipate the future.
- It is involving those affected by the results of planning and opening communication channels.
- It is adapting and modifying steps or processes until they work for you.
- It is using leadership to motivate people and to coordinate their activities.
- It is reflecting on what has been planned already and how it is working.
- It includes the periodic recording of planning decisions for future reference.

What a Good Planning Process Should Do

- It should stimulate change and improvement.
- It should help you figure out *what* will happen and *how* it should happen.
- It should raise awareness about what is being done and why.
- It should build a trail of activities over time so you can look at what has worked well and what has not.
- It should produce a blueprint, road map, or recipe to be used.
- It should decrease fear about the process of change and its results.

Now You Don't

What a Good Planning Process Is Not

- It is not merely writing a plan or filling out forms.
- It is not using steps or processes that don't work.
- It is not involving people without considering their ideas.
- It is not deciding what to do without figuring out how it will happen.
- It is not letting the program guide and coordinate itself.

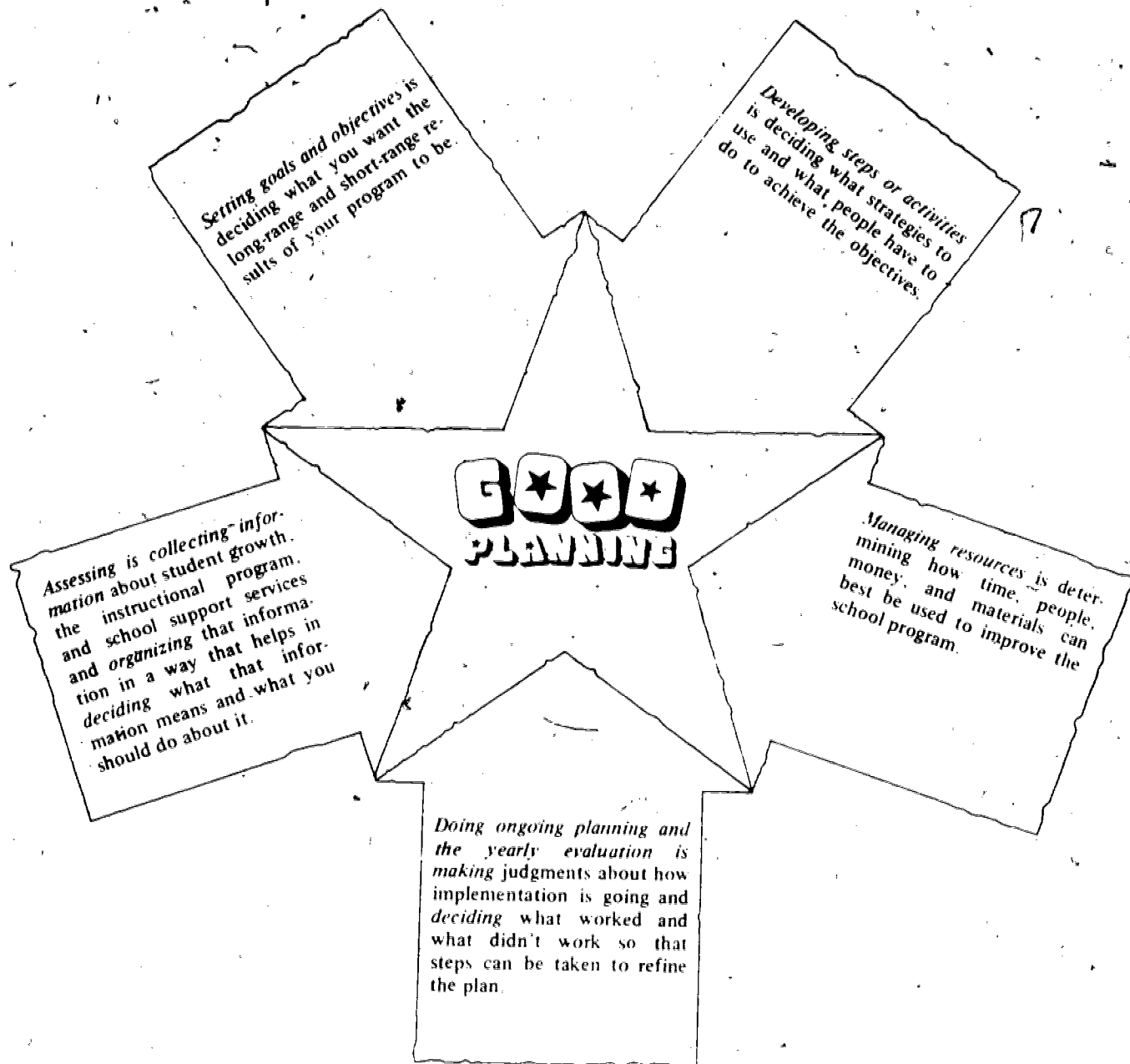


What a Good Planning Process Should Not Do

- It should not make planning more important than everything else you do—teaching, administering, or parenting, for instance.
- It should not result in a process or a plan that is rigid and inflexible.
- It should not result in a process that has not been adapted to your school's particular needs.
- It should not focus your attention on only one aspect of the program, excluding all others.

What Goes into Good Planning?

Good school planning helps you look at what's happening for students and helps you make the best decisions about how to improve the school program. There are different processes that will work well, but any good planning process includes the following elements. You will notice that there is no particular order to these elements since different schools may approach planning differently.



"Shoulds" for Planning

When you think about how the different elements of the planning process are defined, you will probably have the following questions:

What do we assess?

Your assessment should look at:

- What students know and what skills they have
- What skills and knowledge you want students to have
- What current instructional activities are designed to help students gain these skills and knowledge
- How effective the school program is and why
- What you want the program to look like
- How effectively your resources are being used
- What resources are needed for improving the school

What kinds of objectives should we develop?

You should develop objectives about:

- The skills and knowledge students should gain from the program
- What the program should look like
- What is expected of adults

What types of steps or activities should we develop?

You should plan steps or activities that identify:

- Strategies adults will use to make the program work
- What students will be doing
- How and when human and program resources will be used and organized
- What training and support the adults will receive

How should we manage our resources?

As you plan, keep these resource questions in mind:

- What skills and talents do adults have, and how can they be put to best use?
- Will more people or people with different skills be needed to make the program work?
- What amount of time do you have, and how can it be put to best use?
- What type of staff development or training will be needed, and what will it cost?
- What materials will you need, and how much will they cost?
- Are you choosing the most economic way to do what you want to do?
- Anything that has happened that was not planned—either successful or unsuccessful
- Key issues or concerns you have about the program

What should we look at as we are evaluating our program?

Your evaluation should look at:

- The quality of the program for students
- How fully you are achieving your objectives
- The extent to which planned activities have happened and how well they have worked

Comparing the Planning Process to Writing the Plan

At various times during the planning process, you will write down portions of the plan. Writing the plan is only one activity in the broad process of planning, and you should not make it the *only*, or even the most important activity. There are some important differences between the planning process and the writing activity that you should keep in mind.



Planning Process

- You will probably spend time and energy deciding how to organize the planning and how to involve people in the process.
- You will think about and decide on the type of planning process to use (see Section II of this handbook) and the techniques that will help you make decisions and solve problems.
- You will find that you spend time talking and trying to reach agreement on what the goals of the programs are, how you will conduct your assessment, and what you will modify, change, delete, or add to your program.
- As you plan what the program should look like, you will be doing a lot of thinking about how you will make your plan work. You should make conscious decisions about how you will be organized for putting the plan into action, who will be responsible for doing what, and how your resources will be used.
- A good planning process will enable you to build involvement and commitment in the school program and to make the program work. It will also lay the groundwork for future planning.

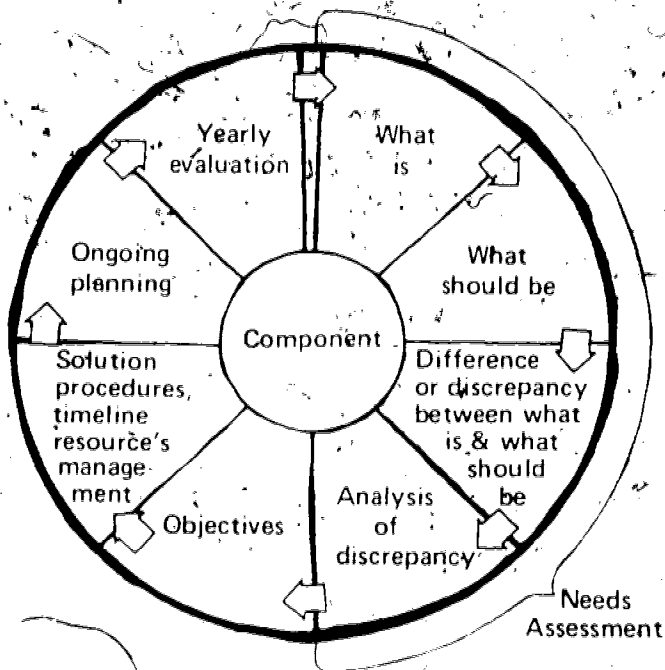
Writing the Plan

- When you write the plan, you will probably not describe how you planned.
- When you write the plan, you will use a format that matches the planning process you choose. The written plan will include the decisions you make, but not how you make them.
- Your written plan will include the decisions you make about the assessment information and the major events you agree to be the "heart" or focus of the program. You will not need to describe how you reached agreement.
- The written plan will identify what is going to happen, but it will probably not include all the details about how it is going to happen.
- When you've written a plan, it can be a tool for managing your program, a guide for putting the plan into action, and a record of the agreements you've reached for improving your school. It can help you in other ways too, so keep your own needs in mind when you are writing.



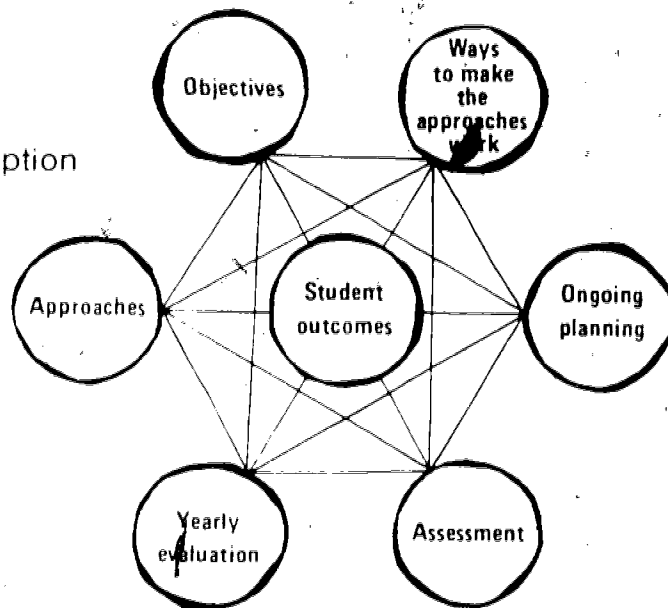
Option

Component Development Option



Option

Integrated Program Option



ASSESSING STAFF DEVELOPMENT NEEDS

The Role of the County Office

As in the matter of setting school improvement objectives, the role of the county office of education may vary, depending on the location. Leadership to school districts in making information available about staff development needs assessment models and processes may be helpful to some districts. Providing on-site assistance from county office personnel may be appropriate for others. Very small districts with limited resources often appreciate a county office coordinated effort to develop the staff development needs assessment process and to gather, analyze, and feed back the data to the districts and schools.

One effort which could be of inestimable value to school personnel within a county would be the provision of a common language of instruction. Personnel from various training backgrounds find themselves working together in schools. Often they bring with them quite different ways of thinking and talking about teaching and learning; semantics gaps preclude full communication. Provision of a cooperatively developed standard needs assessment instrument complete with definitions of the terms used might be a significant beginning to overcoming such gaps.

In larger counties, county office staffs may be too small to do a "hands-on" approach to assisting districts and schools. In such cases, training key people to get a multiplier effect may have to be used.

The Role of the District Office

In districts where staff development policies are in place, and where such policies have been carefully integrated with other personnel and program policies, the kind of procedures used in the staff development needs assessment may already be established. Other districts may find that the opportunity exists for a significant step forward in this area. District office personnel, if they are to be helpful to school site groups, may wish to explore all information made available by county offices, by the State Department of Education, the Institution of Higher Education, and by any other entity with an established reputation in the field of staff development.

The Role of the Local School Site Group

When a local school site group has completed the examination of student needs data, has gone through the analysis of the school's program, and has established school improvement objectives, it has the opportunity to look searchingly at the knowledge, understanding, and skills possessed by individuals, and collectively, by the group. Planning the staff development program which will move the school staff closer to being able to achieve the school improvement objectives will be hampered if teachers, principals, and other site personnel are less than thorough in assessing the growth needs of the staff.

In schools where a climate of openness and trust exists, it may be predicted that a greater sharing of perceptions and perspectives will occur. Each person might ask oneself, "How able am I, alone, to objectively review my knowledge, my understanding, and my skills to do my job effectively?" In some situations, a check-list approach to staff needs, with each individual performing a self-analysis, will be all that is possible at first. In schools where persons are less anxious, principal/staff, staff/principal, and peer inputs may be solicited. The chances seem better for accurate assessment when the perspectives of several persons are brought to bear on the analysis.

The invitation to contribute to the assessment of staff skills might be opened to parents and other community persons. Where appropriate, especially in secondary schools, student inputs might be invited.

Reference was made earlier to benefits to be derived from establishing a common language of teaching and learning in a school. This can begin by being certain that any terminology used in the staff development needs assessment process is understood by all concerned. School site groups may find it helpful to review two draft documents available from the State Department of Education. One is entitled, "A Framework for Developing Teaching Competencies, etc." The second is called "A Framework for Staff Development Needs Assessment." (See the resource list in the appendix.) Each of these frameworks, although incomplete at this writing, incorporate the concept that certain identifiable teaching skills are generic. That is, some teaching skills are applicable at all student age levels and across curriculum areas. In addition, it is assumed that for the skills listed, an adequate knowledge and understanding foundation already exists.

An objective and thorough needs assessment, with heavy focus on the already established school improvement objectives, will provide the foundation for the representative certificated personnel of the school to proceed with planning a staff development program.

CONVERTING ASSESSED NEEDS INTO STAFF DEVELOPMENT ACTION PLANS

School site planning groups applying for AB 551 Article I funds will have the opportunity to forecast their staff development activities over a three-year period. At this point, several things seem of prime importance:

1. The planners should be committed to a careful and thorough planning process.
2. The planners should have consensus about the meanings of such terms as "training," "skill," and even the term "staff development."
3. The planners should be familiar with all relevant Education Code and Title 5 regulation provisions relevant to the fund sources for staff development.
4. The planners should be familiar with all relevant policies of the school district.

5. The planners should tap the resources of school district and county offices of education to learn all that can be learned about available resources.

Planners who are acting on behalf of a larger constituency, i.e., teachers on a committee representing all teachers in the school, will have the responsibility of maintaining open and frequent communications as the staff development plan emerges. The adoption of at least semi-formal operating procedures may forestall accidents of misunderstanding.

The identification of resources before action plans are decided will provide for optimum choice-making. It will also assure that the required integration and coordination of local, state, and federal resources is not overlooked.

In conjunction with the needs assessment results, and related to the school improvement objectives, staff development planners may wish to identify specific skill objectives and use these as the basis of selecting the staff development opportunities to be scheduled. Readers are again referred to the planning handbook mentioned under the heading "Setting School Improvement Objectives..., The Role of the Local School Site Group." A thorough planning process will produce the plan which represents the best use of time, talent, and dollars and gets results which will benefit students.

The Role of Guided Practice

Staff development program planners should consider the process by which persons who have been introduced to new knowledge can be supported in their efforts to make it work for them. Skills are established and sharpened through practice. Complex teaching skills are extremely difficult to develop without some support system.

The role of guided practice or follow-up support, in the form of on-the-job observation and feedback is important. Each person, regardless of job or role, could benefit from receiving such support regularly. Staff development programs which fail to provide such support may have less impact on adding or extending job-related skills.

WHERE TO LOOK FOR HELP

Local staff development planning groups can expect to obtain information and ideas from:

- School district central offices
- County schools offices
- Regional educational laboratories
- Currently funded staff development projects, colleges and universities
- Private consulting services
- Dissemination and diffusion services

A more comprehensive list of resources is provided in the appendix.

BUDGETING RESOURCES

The four dollars per student in average daily attendance which can come to a school under AB 551 Article I is a sufficient amount for a beginning. Staff development planning groups in schools which receive other competitive or categorical funds should make every effort to target dollars on staff development. In general, it may be said that staff development expenditures at the school site level can be classified as follows:

- Purchase of materials for staff persons
- Purchase of contract serving to be delivered to the site by outside contractors
- Purchase of participation in staff development opportunities located away from the school site
- Expenses of sending staff members on visits to observe and examine other schools' practices
- Costs related to providing substitute teachers
- Costs related to attending professional conferences

The planning group will evaluate choices in each of these categories in terms of the priorities which it has set for the three-year staff development program plan.

One inescapable reality is that most staff development activity costs money.

RELEASED TIME OPTIONS

A feature of AB 551, Article I which creates both opportunities and problems is the provision for up to eight days of released time for participating schools. Staff development planners are advised to read carefully Education Code sections 44670.5(d) and 44670.6. There are many ramifications to these provisions. Without question, inservice education which is added on to a full work day has found the clients weary. Some form of released time is required by the law; up to eight days per year may be provided by the simple expediency of closing the school without loss of state revenue. Planners will want to consider other released time options including the provision of substitute teachers, and the use of minimum days.

TELLING THE DIFFERENCE: WHAT WORKS AND WHAT DOESN'T?

The evaluation of a staff development program could range all the way from how people feel about their experiences to whether any difference in student outcomes has occurred. Planners at the school and at the district levels have

the responsibility to consult with knowledgeable persons to define an evaluation system which will:

- Provide data on how the implementation of the plan works.
- Provide data on whether the staff development activities contribute to any changes in the classroom (or the playground, or the cafeteria, etc.).
- Provide data on whether the staff development activities cause changes in the students related to the School Improvement objectives.

Appendix I
Assembly Bill No. 551

CHAPTER 966

An act to add Chapter 3.1 (commencing with Section 44670) to Part 25 of Division 3 of Title 2 of the Education Code, relating to school staff development

[Approved by Governor September 21, 1977. Filed with Secretary of State September 21, 1977.]

LEGISLATIVE COUNSEL'S DIGEST

AB 551, Hart. Schools: staff development.

Existing law provides for various forms of in-service training for teachers employed by school districts.

This bill would authorize school districts, with the participation of school personnel, to establish staff development programs and would require that such programs consolidate existing staff development programs. This bill would specify various objectives for such programs and would require that each program be approved by the school district governing board and the Superintendent of Public Instruction.

This bill would also authorize school districts, with the approval of the Superintendent of Public Instruction, to establish school resource centers to assist school personnel to participate in staff development activities designed to improve their instructional, human development, and counseling skills.

The bill provides that federal and state funds appropriated or apportioned for either of the above-described programs shall not be used to supplant funds currently expended in administering and conducting staff development programs.

This bill would also provide for allocations, from funds appropriated specifically therefor by the Legislature, for the purposes of this act, as specified.

The people of the State of California do enact as follows:

SECTION 1. Chapter 3.1 (commencing with Section 44670) is added to Part 25 of Division 3 of Title 2 of the Education Code, to read:

CHAPTER 3.1. SCHOOL PERSONNEL STAFF DEVELOPMENT AND
RESOURCE CENTERS

Article 1. Local Staff Development Programs

44670. The Legislature finds that effective, ongoing staff development is necessary for continued vitality of the public school

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system. Staff development can lead to improved teacher-student relationships, reduced dropout rates and improved student performance. The Legislature finds that such development activities are most effective when designed by local school staffs to meet their particular needs.

Each community shapes the values, interests and aspirations of its children. Preservice training, particularly in times of limited staff turnover, cannot prepare teachers and other school staff to meet the diverse and changing needs of pupils they serve. Effective staff development must therefore be available to existing school staffs.

The Legislature finds widespread dissatisfaction with the current system of in-service training. Teachers, parents and administrators contend that many staff development programs do not relate training to local needs, utilize the energy and experience of classroom teachers, nor tap the resources available through colleges, industry and professional education associations.

44670.1. The Legislature recognizes the necessity for staff development which results in direct improvement of services to children. The Legislature, by the provisions of this article, intends to give all those who work with pupils ongoing opportunities to improve instructional, counseling and human development skills through locally designed staff development programs.

44670.2. As used in this article:

(a) "School personnel" means all persons who work directly and on a regular basis with pupils, including teachers, administrators, pupil services employees as defined in subdivision (e) of Section 33150, paraprofessionals and volunteers.

44670.3. Staff development programs authorized by this article shall assist personnel at the local school-site to:

(a) Improve instructional, human development and counseling skills based on a systematic assessment of pupil and personnel needs at that school.

(b) Ensure that curricula and instructional materials are keyed to the educational needs of each pupil, with particular emphasis on pupils who have not achieved proficiency in basic reading, writing and computational skills; limited and non-English-speaking pupils, disadvantaged pupil, and pupils with exceptional abilities or needs.

(c) Develop curricula and instructional materials in a wide variety of areas such as arts and humanities, physical, natural, and social sciences, physical and mental health, and career education.

(d) Improve the school and classroom environments, including relationships between and among pupils, school personnel and community members, including parents.

44670.4. Local staff development programs shall be designed by certificated personnel, including the school principal, consistent with rules and regulations adopted by the school district governing board and with school improvement objectives established annually through a process which involves teachers and other school

personnel, the principal, parents and other community members; and in secondary school, students. Such improvement objectives shall address, but need not be limited to, the general objectives specified in Section 44670.3.

44670.5. Existing school level staff development programs required by state and federal laws shall be consolidated with local staff development programs established pursuant to this article to the extent permitted by federal law. Local staff development programs shall:

(a) Provide opportunities for all school personnel to participate in ongoing development activities pursuant to a systematic identification of pupil and personnel needs. Such identification shall address, but need not be limited to, the general objectives specified in Section 44670.3.

(b) Be designed and implemented under the direction of classroom teachers and other participating school personnel, including the school principal, in consultation with resource centers established pursuant to Article 2 of this chapter as necessary. Classroom teachers selected by teachers shall comprise the majority of any group designated to design local staff development programs for instructional personnel to be established pursuant to this article.

(c) Allow for diversity in development activities, including but not limited to, small groups, self-directed learning, and systematic observation during visits to other classrooms or schools.

(d) Be conducted during time which is set aside for such purpose throughout the school year, including, but not limited to, time on a continuing basis when participating school personnel are released from their regular duties.

(e) Be evaluated and modified on a continuing basis by participating school personnel with the aid of outside personnel as necessary.

(f) Include the school principal and other administrative personnel as active participants in one or more staff development activities implemented pursuant to this article.

44670.6. Schools may request, as part of their staff development program application, the provision of time during the regular school year to conduct local staff development programs and shall receive full average daily attendance reimbursement under the provisions of Section 46300. Such time shall not exceed eight days each year for each participating staff member.

44670.7. Any school district governing board, upon petition by the principal and a majority of the certificated personnel designated to design local staff development programs at a school with an approved staff development application, may request the State Board of Education to grant a waiver of any provision of this code (except Article 3 (commencing with Section 44930) of Chapter 4 of Part 25 of Division 3 of this title and Part 26 (commencing with Section 46000) of this division); or Title 5 of the California

Administrative Code (except Title 5 regulations adopted pursuant to Article 3 (commencing with Section 44930) of Chapter 4 of Part 25 of Division 3 of this title) if such a waiver is necessary or beneficial to the successful implementation of a local staff development program. The State Board of Education may grant any such request when the facts indicate the failure to do so would hinder the implementation or maintenance of such program. Such action shall be taken not later than the second regular meeting of the State Board of Education following receipt of a waiver request or the request for a waiver shall be deemed approved. In the event the request for a waiver is denied, the reasons for the denial shall be communicated without delay to the applicant school district and school. Such waiver shall apply only to the applicant school or schools.

44670.8. The State Board of Education shall include in its annual report to the Governor and Legislature regarding the nature and disposition of waivers requested pursuant to this article.

44670.9. The certificated personnel of any school or a school site council which meets the requirements of Section 52012 may apply to the school district governing board for a grant to fund a local staff development program. Such application shall consist of a three-year staff development plan to meet school improvement objectives established pursuant to Section 44670.4. Staff development plans shall describe: (a) staff development objectives and steps necessary to achieve such objectives including intended outcomes; (b) a proposed budget; and (c) procedures for ongoing evaluation and modification of the staff development program.

Such application shall in addition include evidence, in the form of signatures of a majority of those persons participating pursuant to Section 44670, that proposed local staff development programs are consistent with school improvement objectives established pursuant to Section 44670.4.

Staff development plans required by this section shall be updated annually by school personnel including the school principal pursuant to Section 44670.5, consistent with improvement objectives established annually pursuant to Section 44670.4.

44671. Governing boards of participating school districts shall:

(a) Develop the capacity to assist schools, upon request, to plan, implement and evaluate local staff development programs. School districts may develop the capacity to assist schools in conjunction with other districts, the county superintendent of schools, or a resource center established pursuant to Article 2 (commencing with Section 44680). Such capacity shall be documented in a district master plan keyed to the staff development programs of participating schools, and submitted to the Superintendent of Public Instruction for approval;

(b) Establish a districtwide plan for the phase-in of all schools which choose to establish local staff development programs;

(c) Ensure reasonable opportunities for representatives of each

applicant school to meet with the governing board or its designated representatives to discuss the local staff development program application.

(d) Approve or disapprove local staff development program applications consistent with, but not limited to, regulations adopted by the State Board of Education. In the event any application is not approved, specific reasons for such action shall be communicated to the applicant school.

(e) Identify effective practices regarding, but not limited to, the objectives described in Section 44670.3, and disseminate such information to all schools, provided such action does not duplicate the action of a resource center established pursuant to Article 2 of this chapter.

44671.1. The Superintendent of Public Instruction shall:

(a) Assist district and school personnel, upon request, to design, implement, and evaluate staff development programs authorized by this article.

(b) Insure that procedures utilized by governing boards to approve and evaluate local staff development programs are consistent with this chapter and with standards and criteria adopted by the State Board of Education.

(c) Review and approve district master plans developed and submitted in accordance with the provisions of this article and with standards and criteria adopted by the State Board of Education. In the event any master plan is not approved by the superintendent, specific reasons for such action shall be communicated to the applicant district.

(d) Identify effective practices regarding, but not limited to, the objectives described in Section 44670.3, and disseminate such information to school districts and county superintendents of schools.

(e) Report annually to the State Board of Education, the Legislature and the Governor, as provided in subdivision (i) of Section 52035, regarding the effectiveness of programs established pursuant to this article.

44671.2. The State Board of Education shall adopt rules and regulations necessary to implement the provisions of this article which shall include standards and criteria for:

(a) The approval of local staff development program applications by school district governing boards. Such rules and regulations shall be limited to:

(1) The degree to which the objectives of local staff development programs conform to objectives specified in Section 44670.3;

(2) The extent to which a substantial percentage of school personnel at the school will participate in proposed staff development activities; and

(3) The adequacy of locally developed procedures to evaluate the effectiveness of staff development programs.

(b) The annual statewide evaluation of staff development

programs implemented under this chapter as provided in subdivision (i) of Section 52035.

44671.3. The State Board of Education shall, to the extent possible, consolidate approval and evaluation of local staff development programs and school district master plans with existing application and evaluation requirements for state and federal categorical aid programs, in order to minimize additional paperwork requirements of local districts and schools.

44671.4. Federal and state funds appropriated or apportioned for the purposes of this article shall not be used to supplant funds currently expended by school districts for the purpose of administering or conducting staff development programs.

Priority in funding shall be given to those schools which submit high quality proposals to involve the largest percentage of personnel at the school or within participating departments in ongoing staff development activities. Lowest funding priority shall be given to programs designed for the primary purpose of granting a degree or a credential to participating staff.

No school shall receive funds under this chapter if such school receives funds under Chapter 1147 of the Statutes of 1972 or Chapter 6 (commencing with Section 52000) of Part 28 of Division 4.

Article 2. School Resource Centers

44680. As used in this article:

(a) "School personnel" means all persons who provide services to students, including teachers, administrative employees as defined in subdivision (d) of Section 33150, pupil services employees as defined in subdivision (e) of Section 33150, paraprofessionals and volunteers.

(b) "Center" means a resource center which assists school personnel to participate in staff development activities designed to improve their instructional, human development and counseling skills. Resource centers shall be designated as such by the State Board of Education upon approval of an application of one or more school districts or county superintendents of schools to establish a center.

44680.1. Any school district or county superintendent of schools which has established a resource center policy board as provided in Section 44680.4 may apply to establish one or more resource centers or may enter into an agreement with one or more school districts or county superintendents of schools for the purpose of applying to establish one or more centers.

44680.2. Each center shall:

(a) Assist schools, upon request, to plan, implement and evaluate local staff development programs established pursuant to Article 1 of this chapter and Section 52019 of Chapter 6 of Part 28.

(b) Provide staff development based on a systematic assessment of the unmet needs of pupils and personnel in participating school districts. Such assessment shall address, but need not be limited to:

(1) The capacity of personnel to respond to the educational needs of each pupil, including pupils who have not achieved proficiency in basic reading, writing or computation skills, limited and non-English-speaking pupils, disadvantaged pupils, and pupils with exceptional abilities or needs.

(2) School environment, including staff-pupil-community relations and the incidence among pupils of absenteeism, dropouts, suspension, expulsion, violence and vandalism.

(3) School level leadership, including skills required of school principals to assist school personnel and others to plan, implement and evaluate staff development programs described in Article 1 of this chapter and school improvement efforts described in Sections 52000 to 52049.5, inclusive. School site administrators shall comprise the majority of any group designated to design programs for site administrators pursuant to this section.

(4) District and county leadership, including skills required of central district and county personnel to assist schools to plan, implement and evaluate staff development programs described in Article 1 and school improvement efforts described in Sections 52000 to 52049.5, inclusive.

Staff development programs provided by the center shall not supplant equivalent programs conducted by schools, school districts, county superintendents of schools, and colleges or universities located in the area served by the center.

(c) Serve as a liaison between school personnel and local agencies, county superintendents of schools, colleges, universities, groups and individuals providing staff development activities based on the assessed needs of the pupils served by such personnel.

44680.3. As indicated by local needs, the center may:

(a) Train teachers and other school personnel as staff development leaders.

(b) Disseminate information regarding staff development methods and models to schools, districts and county superintendents of schools located in the area served by the center.

44680.4. Each center shall be operated by a resource center policy board established pursuant to Public Law 94-482 of 1976. The membership of the board shall include:

(a) Classroom teachers selected by teachers. Teacher representatives shall reflect the makeup of elementary and secondary teachers to be served by such center.

(b) Persons designated by the governing boards of school districts served by such center, including at least one parent of an elementary or secondary pupil and at least one school principal.

(c) At least one representative of institutions of higher education maintaining a department of education and located in or adjacent to the area served by the center selected by such institutions. In the event that more than one such representative is selected, the additional representative or representatives shall not represent the

same segment of postsecondary education.

Membership of a resource center policy board shall not exceed 13 persons. Teacher representatives shall compose the majority of the board, pursuant to federal law.

44680.5. Each resource center policy board shall meet at least once every two months and, pursuant to guidelines established by the governing board or boards under which the Resource Center Policy Board operates, shall:

- (a) Determine center personnel, fiscal and program policies.
- (b) Approve the employment of all center personnel.
- (c) Approve the expenditure of state and federal funds appropriated pursuant to this article.

Any actions taken by the resource center policy board shall be subject to all limitations imposed by law upon the school district governing board, and when ratified by the governing board, shall be deemed to constitute action of the governing board.

44680.6. The Superintendent of Public Instruction shall:

- (a) Review and approve applications to establish resource centers in accordance with standards and criteria adopted by the State Board of Education.
- (b) Assist school district personnel and resource center policy boards and staff, upon request, to design, implement and evaluate staff development programs authorized by this article.
- (c) Coordinate the efforts of, and facilitate communication among, centers established pursuant to this article.
- (d) Report annually to the State Board of Education, the Legislature and the Governor as provided in subdivision (i) of Section 52035 regarding the effectiveness of programs established pursuant to this act.

44680.9. The State Board of Education shall adopt rules and regulations necessary to implement the provisions of this article. The board shall ensure that resource centers are distributed throughout the state so that school personnel located in rural, urban and suburban school districts may avail themselves of center services. The board shall rank and approve applications to establish centers using the following criteria:

- (a) The extent to which staff development programs proposed by centers are designed to systematically improve the instructional, human development and counseling skills of school personnel pursuant to school level improvement objectives and a systematic assessment of the educational needs of pupils served by such personnel.
- (b) The extent to which participating districts, county superintendents of schools, colleges and universities intend to integrate existing preservice and in-service planning and resources with the staff development programs authorized by this article and to increase financial support for staff development programs.
- (c) The extent to which participating school districts will provide

release time on a continuing basis throughout the school year for participating school personnel to participate in staff development programs conducted pursuant to Article 1 of this chapter.

(d) The adequacy of proposed evaluations designed to provide ongoing program review and modification, including intended outcomes.

Applications to establish centers shall include a description of policy board membership and selection procedures.

The State Board of Education shall give highest priority to districts which submit high quality proposals to involve the largest percentage of school personnel at participating schools in staff development programs conducted pursuant to Article 1 of this chapter.

44680.91. Federal and state funds appropriated or apportioned for the purposes of Article 1 or Article 2 of this chapter shall not be used to supplant funds currently expended by school districts, county superintendents of schools, and public institutions of higher education for the purpose of administering or conducting staff development programs.

No more than 4 percent of the funds appropriated for the purposes of Article 1 or Article 2 of this chapter shall be expended by districts or county superintendents to administer local staff development programs established pursuant to Article 1 (commencing with Section 44670) of this chapter.

No more than 10 percent of the funds appropriated for the purpose of establishing resource centers shall be expended for capital outlay, including acquisition and improvement of fixed assets and purchase and replacement of equipment.

SEC. 2. From funds appropriated specifically therefor by the Legislature, the Superintendent of Public Instruction shall make allocations as follows:

(a) For the purposes of Article 1 (commencing with Section 44670) of Chapter 3.1 of Part 25 of the Education Code, four dollars (\$4) per unit of average daily attendance at each school with an approved local staff development program application.

(b) For the purposes of Article 2 (commencing with Section 44680) of Chapter 3.1 of Part 25 of the Education Code:

1978-79	No fewer than 5 resource centers
1979-80	No fewer than 7 resource centers
1980-81	No fewer than 9 resource centers
1981-82	No fewer than 10 resource centers
1982-83	No fewer than 12 resource centers

Appendix II
PRINTED RESOURCES

Publications of the
California State Department of Education
Office of Staff Development

STAFF DEVELOPMENT TECHNICAL ASSISTANCE SERIES

1. Instructions: How to Apply for Local Staff Development Program Funds
(Available)
2. Advisory: Making Local Staff Development Programs Work
(Available in draft form, 3/1/78)
3. Instructions: How to Apply for School Resource Center Funds
(Available)
4. Instructions: How to Apply for Federal Teacher Center Funds
(Available)
5. Advisory: Making Centers Work
(Available in draft form, 3/1/78)
6. Instructions: How to Apply for PDPIC Funds
(Available)
7. Advisory: Professional Development and Program Improvement
(Available)
8. Instructions: How to Apply for New Careers in Education Funds
(Available)
9. Advisory: New Careers in Education Projects
(Available)
10. Advisory: A Framework for Developing Teaching Competencies
(Available in draft form, 2/1/78)
11. Advisory: A Multiple Input Staff Development Needs Assessment Procedure
(Available in draft form, 2/1/78)
12. Advisory: An Inventory of Staff Development Programs Administered by
the State Department of Education (Available in draft form, 2/1/78)
13. Advisory: Evaluating Staff Development Programs: Process and Product
(Scheduled for summer, 1978)
14. Advisory: Local School Board Policy and Staff Development
(Scheduled for summer, 1978)
15. A Partial Directory of Currently Funded Staff Development projects in
California. (Available)
16. State Approval Criteria: 13th Cycle Teacher Corps Projects

Occasional Paper Series

- No. 1. Collaborating in Inservice Education
Myrna Cooper (available)
- No. 2. Inservice Teacher Education in California: Views of Teachers
Bruce Joyce (available)
- No. 3. The New Teacher Center Program
Charles Lovett and Allen Schnieder (available)
- No. 4. A Framework for Staff Development Needs Assessment
Carl M. Schmitthausler (available)

While the initial supply lasts, one free copy per district of the above publications is available from:

California State Department of Education
Office of Staff Development
721 Capitol Mall, Room 550
Sacramento, CA 95814

Publications Related to the School Improvement Program

Establishing School Site Councils (Spanish translation available)	\$1.50
Planning Handbooks	1.50
Discussion Guide for School Improvement Programs (Spanish translation available)	1.50
Guide for Ongoing Planning	1.50

These are available from:

California State Department of Education
Bureau of Publications
P.O. Box 271
Sacramento, CA 95802